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ABSTRACT

The program for internationalizing undergraduate studies at Swedish universities and colleges is described, with attention to the background for program development, current methods to implement the program, and outcomes. In addition to using Sweden and Uppsala University as an example, suggestions for integrating internationalization in the undergraduate curriculum are offered for an international audience. In most fields, Swedish universities have a long tradition of international cooperation, and the country as a whole has played a significant role in establishing educational projects in developing countries. It is suggested that the goal of internationalization in higher education should be a goal to improve quality, to increase competitiveness, and to form a foundation for solidarity across political and cultural boundaries. The following components of the undergraduate internationalization program are discussed: funding, integrating international material throughout the curriculum, international studies and areas studies, study abroad and exchange programs, foreign language instruction and languages for specific purposes, using foreign students as resources, and faculty development. Also considered are the administrative organization of the international program and the role of administrators in promoting internationalization. (SW)

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INTERNATIONALIZING THE UNIVERSITIES

by

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This paper was presented at the Twenty-Fifth Annual Forum of the Association for Institutional Research held at the Portland Hilton in Portland, Oregon, April 28-May 1, 1985. This paper was reviewed by the AIR Forum Publications Committee and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC Collection of Forum papers.

Elizabeth F. Fox, Chair
Forum Publications Editorial
Advisory Committee

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0. Abstract

Higher education is generally assumed to encompass an international aspect. But is this really true? Viewed from an international perspective serious shortcomings may be detected in Swedish higher education curricula. This paper accounts for the background of the Swedish program for internationalizing higher education, describes and attempts to assess the current methods to implement the program, and presents suggestions to make internationalization a more integral part of undergraduate studies. Discussion on goal conflicts, the motives for internationalization and what it means is included. Using Sweden's recognized program as a case study may give suggestions and help others avoid some pitfalls. The main purpose of the paper is to increase the awareness among university administrators of the importance of an international perspective and to make some recommendations concerning measures they may take in order to promote the goal of internationalization.

INTERNATIONALIZING THE UNIVERSITIES

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1. Introduction

"I saw no political frontiers". This is the way an astronaut described our earth, seen from the surface of the moon. We who are down here on earth have to bear with political boundaries and all the problems they give rise to.

The last few decades, however, have presented a rapid development in bringing nations and peoples closer to one another and making them more dependent on each other. There is also a growing commitment to the fact that the most important problems are common and cannot be solved by each national state separately.

What role can and should the universities play in this development? What have the universities done to adapt to the demands made by such developments?

The aim of this paper is to give an account of how these issues have been addressed in Swedish higher education and what major components make up the program for internationalizing the undergraduate studies at Swedish universities and colleges. An assessment of the outcome of the program is attempted whereby merits and shortcomings of the program are highlighted. Some suggestions how to make internationalization a more integral part of undergraduate studies will be put forward. Finally, the role of administrators and institutional research in promoting the internationalization goal will be discussed.

For natural reasons examples in this paper will be taken mainly from Sweden and most often from Uppsala University. Attempts have been made to make the presentation of Swedish conditions comprehensible to an international audience.

2. Some characteristics of Sweden and Swedish higher education

Since this paper takes its point departure in Swedish conditions it may be appropriate to mention briefly some facts about the country and the essentials of its higher education organization to enable readers to better grasp the environment in which the described internationalization process takes place.

Sweden has a population of only slightly more that eight million, about a million of whom are immigrants or second generation immigrants. About half of the immigrants stem from Finland. Large immigrant populations include people from south-east Europe (Yugoslavs, Greeks, Turks) and others. Thus, in the last few decades Sweden has become a multiethnic society. Sweden's area is slightly larger than that of California. It is sparsely populated in the north with a few population centers around Stockholm, the capital, and Göteborg (Gothenburg) and Malmö in the south. Sweden's traditional dependence on iron ore, pulp and manufacturing industry has evolved into more sophisticated capital-intensive industry in the manufacturing field including motor-cars, trucks, aircraft, industry robots etc, while job opportunities have been lost in the old trades like mining, ship-building and textiles. More than 50 per cent of the manufactured production is exported, mainly to West Germany, Great Britain and the United States. This accounts for more than 30 per cent of the GNP. Sweden is also heavily dependent on imports, both from developing countries, for instance in textiles, and from industrialized countries in the West, not least in high technology components for its own industrial production.

In order to understand the decision-making hierarchy of Swedish higher education a few words of explanation of the Swedish system may be in place.

All institutions of higher education in Sweden are public with one or two exceptions. Thus they are funded by the government although they may also receive substantial external funds from industry and other sources. There is a government agency called the National Board of Universities and Colleges which supervises the universities and acts as the national planning agency. Based on budgetary requests from the

various universities and colleges the National Board puts forward annual appropriations requests to the government. Thus there is a fairly cohesive national system of higher education and research in Sweden. Permanent research facilities exist ony at the six universities and at three additional colleges of technology. Besides these there are about 25 other colleges in Sweden. These do not normally have research of any significance.

At the university level the university board is responsible for all activities and operations taking place within the university. The executive office consists of a President and a University Director with a fairly strong administrative and planning staff at their disposal. Decision-making bodies within the university are faculty boards and undergraduate study program boards or committees. Faculty boards decide on research programs and doctoral study programs whereas undergraduate programs and their contents etc are decided upon by the study program committees. The various university departments report to these boards in educational and research matters. The contradistinction of decision-making boards between research on the one hand and undergraduate studies on the other is a peculiarity for Sweden and has its basis in the various government allocations for different purposes. An important fact about these boards is that they decide on the contents and planning of all programs offered including relevant course literature. This is done at the suggestions put forward by the departments concerned, whose recommendations are generally adopted, but it should be noted that the boards or program committees have the final say in these matters. Therefore they can also include for instance internationally relevant matter in a course to a higher degree than proposed by a department if it so chooses. This is of relevance for the following discussion. The boards and committees are made up of both faculty, students and in most cases external representatives of the labor market. One administrator at the university central administration is appointed to each board with the task of preparing and submitting proposals to the board in matters dealt with by that board. He or she may also initiate measures and can exert great influence on the development of for instance a study program relevant to that board.

3. The emergence of the program for internationalizing the universities

Swedish universities have a long tradition of international cooperation in most fields. They are also generally considered to be internationally competitive in many disciplines. Internationalization inherent in research is thus a prominent feature at Swedish universities as in most other respected universities in the world. Because of Sweden's neutrality the country has also played a significant role in developing countries with for instance one of the world's highest percentages of its GNP directed to foreign aid. Compared with its small population a sizable number of Swedes hold or have held important positions in many international organizations. Swedish universities have also been responsible for many development projects in the Third World. Uppsala University, for instance, was responsible for the building of Kenya Science Teachers' College in Nairobi in the 1960s and also for training its staff. It has been responsible for international child health care projects in many countries. In similar ways the universities have built up considerable competence in international matters. Uppsala University also has a long-term commitment since more than two decades to train Third World scientists in physics and chemistry at a qualified level by admitting about 40 applicants each year for a one-year so-called international seminar at Uppsala funded mainly by Swedish scholarships. As can be noted from these examples there is a considerable basis of solidarity as one cornerstone in most of these projects.

The above examples have been mentioned to show that the international aspect in the daily life of a university is always present. This fact often makes departments and professors take it for granted that their undergraduate education is also international to a larger extent that is often the case. However, quite often the competence and experience acquired in projects like those mentioned above have not been adequately transferred to the undergraduate level of instruction. This problem is aggravated in the Swedish system compared to that of many other countries since full professors often teach only at the doctoral level while less qualified instructors teach at the undergraduate level. Although this division of teaching responsibilities has been questioned and is now in the process of being altered, it has played a negative role in the effort to maintain undergraduate studies at an internationally high level and with sufficient international outlook.

In the late sixties and early seventies the situation hinted at above led to serious debate over the lack of international awareness among Swedish university students. Both faculty and administrators acknowledged the problem and the National Board of Universities and Colleges set up a commission in 1972 to investigate the issue and to present possible solutions. To some extent this commission can be considered to have been a precursor of the President's commission on Foreign Language and International Studies set up six years later in the U.S. by President Carter. The Swedish commission was charged with the task of finding ways to increase the international dimension whereever possible and reasonable at school level as well as university level. After two years work the commission submitted its final report, which was a very thorough investigation into both curriculum contents of almost every discipline, of area studies programs, of ways to fund international faculty and student exchanges and so forth. One immediate result of the commission's work, even before it had concluded its work, was the establishment of a special International Business Administration and Economics program with a substantial foreign language component. This 3½ year program is now offered either with English together with German, French or Spanish respectively, or with German and Russian.

By its thoroughness the Swedish commission's work may be said to have included components of institutional research. Although each item of its findings and recommendations cannot be said to be very original by itself the comprehensive way in which the commission worked, based on a stated rationale, brought about a strong impetus to the promotion of the internationalization concept. One ultimate result of the commission's work can be considered to be the inclusion in the Swedish Higher Education Act of 1977 of the internationalization goal as one of several goals of higher education in Sweden. Achieving inclusion in legislation must be regarded as a successful outcome of the work of the commission. This does not, however, mean that the goal stated in the legislation has been fully accomplished at the university level.

4. Motives and goals for internationalization

What is the ultimate motive for wanting more internationalization in our educational system? Is it to make Swedish industry more competitive on the world market or is it to enable us to assist peoples and nations in distress?

The comprehensive goal for internationalizing university education was formulated as follows by the commission on internationalization mentioned above:

> An internationalization of university education seeks to foster international cooperation and international solidarity, which also falls in line with long-term national interests. This is to be chiefly provided for in that education will create global openness, awareness and readiness to act as well as understanding and respect for other peoples and cultures, in that it will give knowledge related to the world as a whole and promote the ability to communicate internationally, and in that it will prepare for a career with increasing international components. Because of the broadened and deepened perspectives which are thereby achieved, the internationalization of education will form an integral part of the university's ambition to inculcate in the students an all-round, critical and value-conscious thinking and mode of tackling problems. It also lies in the internationalization of education that this should be comparable and competitive as far as possible with education in other countries.[1]

In the 1977 higher education legislation the internationalization goal, as one of several goals of equal weight, is expressed as follows: "A general goal of higher education is the furtherance of the understanding of other countries and international conditions."

The goal of internationalization in higher education should be a goal to improve quality in higher education, to increase competitiveness, and to form a foundation for solidarity across political and cultural boundaries. The goal of internationalization should be integrated with the other goals of higher education as they may be expressed in a mission statement of an institution and not merely added as an extra cosmetic layer.

The goal of internationalization should not imply passive adaptation. A former Chancellor of the Swedish Universities, Hans Löwbeer, has stated that the internationalization of higher education should not be seen merely as a process of adjustment to changes in the surrounding world. The institutions of higher education are in themselves vehicles

for change. They must see it as one of their most important tasks to promote international understanding, cooperation and solidarity. The universities should play an active role.[2]

Labor market orientation is a goal of high priority in all Swedish higher education. There is also a strong argument for large elements of international matter in labor market oriented study programs because of the increased interdependence in industry and trade. It is of particular importance to a country like Sweden to have a well-educated labor force with an appreciation of international contexts. In fact, there are Swedish companies in some fields that do not currently employ new personnel who have no previous international experience.

Compared with the United States Sweden's foreign trade accounts for a share of the GNP that is many times larger percentagewise than that of the United States. This fact makes Sweden's direct dependence on foreign countries greater than that of the United States, although the global interests of the United States as a super-power lay a great responsibility on that country to maintain a high degree of international awareness among its people and decision-makers. In fact, due to the development after the second world war it is of the utmost importance to the whole world that the super-powers have a large number of citizens knowledgeable in global affairs and who are susceptible to the values and ways of reasoning of other cultures and other peoples. Misinterpretations of pronouncements or ways of behavior in other cultures may cause irreparable harm to U.S. interests in many quarters of the world. Apprehensions of U.S. deficiencies in this respect have been expressed repeatedly over the last few years, for instance a report to the President of the United States by the President's Commission on Foreign Language and International Studies[3] and more recently in a report by the Commission on the Humanities.[4] Even though the need for Sweden to keep abreast with international developments may seem strong, there is an even stronger argument for the United States to promote increased awareness of international conditions and to educate people to appreciate, understand and respect cultural expressions different from their own. In fact, it is imperative not only to the super-powers themselves that they are highly competent in various international contexts but also to all other nations that are highly dependent on the actions decided upon by the super-powers, not least in issues of world peace.

5. Goal conflicts

The possible external conflict with other goals for higher education like acquisition of knowledge and skills, increased ability for critical judgment, labor market preparation, personal development etc, can be defused by establishing that the internationalization goal be on a par with these and not subordinated. In Sweden these goals are considered to be of equal weight.

From the two questions concerning competitiveness and solidarity that introduced the former section possible internal goal conflicts within the internationalization goal can be discussed. These two apparent extremes seem to form the outer limits within which to discuss goal conflicts. Issues of promoting world peace may be included within these boundaries. Another discussion of goals connected with the first may be whether we should direct our efforts to the Western industrialized world or try to turn our interest increasingly towards the Third World of perhaps the newly industrialized countries like South Korea, Singapore and others.

The answer to these questions of goal conflicts is that all these goals are possible and legitimate within the framework of an internationalization goal based upon understanding of and respect for other nations, peoples, cultures and values. Competition, for instance in trade, is not incompatible with the internationalization goal as long as it does not take place to the exclusion of the basic goals of respect and solidarity. The emphasis will be put in different places within this comprehensive goal of internationalization depending on what discipline or program is at issue. The competitive goal will be more pronounced in a discipline like Business Administration, which may take advantage of better understanding of foreign cultures when doing business abroad and thus gain profitable contracts, whereas in Religion the internationalization goal will contribute to deeper understanding of religious behavior in foreign countries and ultimately to greater solidarity. It is also a firm belief that increased intercommunication between nations of different character considerably enhances our chances of keeping world peace and ultimately could promote disarmament. There is a strong conviction in many people in Sweden that world leaders in politics who would be able to speak one another's languages would gain increased

understanding of one another's countries so as to reduce global tension. Foreign language study of some depth, for instance, always conveys better understanding and respect for the other country and breaks down many walls of suspicion and intolerance.

Caution should be observed when establishing the internationalization goal so that it will not be interpreted as intruding on the legitimate national heritage or to the exclusion of the national identity. On the other hand an international outlook and increased intercultural understanding will often enhance the perception of the national heritage of one's own country as well as help experience new dimensions in one's own culture.

Also, foreign cultures will not be felt as a threat if one has a distinct national identity of one's own. In Sweden, however, in some quarters, due to influences and pressures from abroad, a certain lack of identity can be noticed. Respect for other cultures should not entail loss of pride in one's own.

6. Major components of the Swedish internationalization program

6.1 Introduction

As has been stated above the individual components of the Swedish scheme to increase the international experience and awareness in higher education are not by any means unique or at a higher level than at many other universities in the world. The purpose of this paper is to deal with the internationalization of the undergraduate studies in Sweden. Therefore further mention of research or doctoral programs will not be made. Some major components in the undergraduate internationalization program will be discussed in brief since most readers will probably be well acquainted with them from their home campuses or in other ways.

6.2 Funding

With the implementation of the recommendations put forward by the Commission on Internationalization a special grant to support internationalization measures was established at the national level. The grant has

been of negligible size, less than 500,000 U.S. dollars a year for all universities and colleges in the country. It is supposed to be used to initiate measures, which will then be financed with regular funds. However, in a shrinking higher education economy, it becomes increasingly difficult to accommodate new projects within the economic frames of the regular funds to unload the small internationalization grant of its burdens in order for it to finance new commitments. Therefore there is a growing feeling that the special internationalization grant should be incorporated into the regular funds, not least to indicate that the internationalization measures should be considered a natural ingredient of the planning process and not be regarded, as in some cases, as something that can be done only if additional funding from the special grant can be allocated. However, despite the fairly insignificant amount of money the special grant has contributed to many new projects being launched over the last few years.

6.3 The pervasion component of the program

The leading principle of the Swedish undergraduate internationalization program is the "pervasion approach". All students should be exposed to some kind of international influence irrespective of study program or course chosen. This means that efforts should be made to encompass an international dimension to the greatest extent possible and reasonable in any course of study and have international and cross-cultural aspects permeate higher education at all levels. Despite this guiding principle it can be maintained that in Sweden more attention has been directed to setting up specific programs like study trips and so forth with a more glamorous lustre rather than increase the international approach in each individual syllabus or curriculum. Thus the various items mentioned below have been more in focus than the general overall effort to internationalize the curriculum or the campus by more pervasive methods.

Due partly to the financial constraints over the last few years, which have resulted in reduced funds for undergraduate studies at Swedish universities, it has become very hard to expand international projects that are costly. As was mentioned above, new or expanded international programs must be financed within the frames given, which means that in order to increase the volume of international undertakings reductions

must be made in other places. This has of course led to a situation where further expansion of international programs of various kinds has become increasingly difficult. In this situation renewed interest has been taken in systematic revision of curricula from an internationalizing point of view. Although the internationalizing element of each curriculum should be integrated with the rest of the contents it may be valuable to separate the international aspect in a revision with a view to expanding and/or improving that element of the curriculum in question. By doing so it will be easier to detect shortcomings in the international dimension. From relatively simple solutions like including more non-European or non-Western literature in courses in Comparative Literature more subtle issues may crop up like for instance increasing the international dimension of a language subject like German. Language instructors often pride themselves on being truly international in their teaching because of the subject matter itself. However, this is not always the case to the extent they believe themselves. In a subject like German, for instance, the conflict between East and West can be reflected by reading about the same world events in both East German and West German newspapers. This can be supplemented by reading what French or other newspapers say about the same thing. History books from East and West Germany can be compared as can reviews from both sides of important writers in German. The influence on language by the division of the two German states may be investigated and so forth. The German language in Austria should be observed. Also reading for instance special newspapers in German made in Kenya for German tourists may reflect the views by the Kenyan tourist officials of the Germans. German emigration to Latin America after the Second World War can be studied. There are a number of methods of expanding the perspective of the subject studied that should be implemented more frequently than is usually the case. In disciplines like History and Comparative Literature the major part of the course contents usually relates to the country where the course is studied. Even if that is the goal of the course, assessments or views expressed of the same phenomena by foreign scholars usually shed new light on or offers a new angle to a problem. It stimulates the student to see things from a broader perspective than the narrow national one.

More course literature written in foreign languages, mainly English, as well as comparisons of course literature at foreign universities, can be cheap ways of adding an international flavor.

One major advantage with the pervasion approach described besides affecting all students is that it is inexpensive. With proper initial guidance almost any department or decision-making body can achieve palpable results in giving the curriculum a more international impact. This is especially important in teacher training curricula where the spreading effects can be expected to be substantial. The more common components in any internationalization program described below should only be supplementary additions to a versatile internationalized campus. As can be seen from the following discussion they can play an important role in providing input into any curriculum by deliberate tapping of the resources inherent in students returning from a year abroad or from foreign students on campus.

6.4 International and area studies programs

One of the most common measures to enhance the international dimension of any university is to establish international studies programs of various kinds. These include programs in international relations, international banking etc or they may be of a distinct area studies character like Soviet and East European Studies, Far East Studies etc. These may include study of the language or languages spoken in the area as an optional choice. Also programs in Peace and Conflict studies and Studies of Developing Countries and the like add a global dimension to the university. Programs of this character exist in both Sweden and the United States and are fairly well established and well-known. They form a natural and important part of the multinational foundation of any institution of higher learning. However, if a university only concentrates its efforts to establishing programs of this kind one drawback is that they naturally attract mainly students who are already interested in that kind of study and who can be expected to already have a fair amount of international awareness. The disinterested student will not select such a program unless demanded by the degree requirements of a university. There are universities in the United States that require each student in a certain college to include at least one course with a specific international content in order to have a degree at that university. However, in Sweden it would be very difficult to set up a requirement to this effect due to the very liberal ways in which a student can compose the contents of a degree. Therefore the pervasive international impact must be sought in other manners.

6.5 Study abroad and exchange programs

Well-known study abroad programs and student and faculty exchange programs are prominent characteristics of many universities and colleges. Programs of this kind are an important feature in any internationalized university and should be encouraged. However, there are certain shortcomings often related to these programs. The goal of any well-planned student exchange program or study abroad program should go beyond the experience and competence acquired by the participating individuals and include feedback into the university. Therefore a follow-up scheme should be included when planning study abroad and similar programs. Sending students abroad during their last year at the university most often means that only those individuals profit from the experience. Second- or third-year students who are expected to return to finish their studies can provide far more feedback into the college or department from their experiences abroad. This transfer effect will benefit more students than only those who took part in the exchange. It is a well-known fact that even though a university has a number of high profile exchange programs the number of students who actually take part is often less than one per cent of the total. Compared with the per capita costs this method may, depending on its funding, be a very expensive way to internationalize the university. In a country like Sweden where the students cannot be asked to contribute large amounts of money themselves except for food and lodging, study trips abroad for a few students may inflate the per capita costs dramatically. Sums thus expended could in many cases be utilized to initiate a curriculum revision program instead that would benefit many more students. The main argument, consequently, is that study abroad programs should be monitored to provide international input into the curriculum or the campus. Programs of this kind are crucial as stimulating incentives to students to consider studying abroad for some time. Therefore plans at Uppsala University in Sweden are that a study abroad or foreign student exchange program should be developed within every major undergraduate study program to keep the international profile visible even though only a minority of the students may actually go abroad. One exemplary instance of an exchange program is a combined student and faculty exchange in physics between Uppsala University and the University of Sussex in Britain, where a number of students from Uppsala and Sussex study at the foreign university during a full semester of about five

months. The students attend the regular classes for the native students and take part on the same conditions as the native students. All instruction is of course fully credited at the home university. Because of language problems the British students at Uppsala are in a class together with Swedish students taught in English. The program has worked well for about seven years and has been duplicated in chemistry over the last five years. Both these programs have also developed into national programs recruiting students from other universities in Sweden as well although they continue to be administrated by Uppsala University. Participating Swedish students at Sussex have often proved to be very competitive and at times among the best candidates although they have been taught in English and been submitted to the same examinations as the British students. Accompanying faculty members function as liaison between the students and the university and teach certain parts of the course or other courses for students from the other country. This program is viewed as a model for exchange programs in Sweden.

One major problem with study abroad programs is of course the foreign language involved. While most Swedes do well in English, German and French are in a worse position. This means that programs of this kind often presuppose intensive or remedial language instruction before departure.

6.6 Foreign language instruction and languages for specific purposes

Foreign language instruction is an essential component of an international university environment. The problem with instruction in foreign languages has been and continues to be that too many Swedish students choose to study only languages or no language at all. Everyone has had at least English at school and as a rule some German or French. Some may have Spanish or Finnish and still fewer may have some other language from school. Efforts are being made to include study of at least one foreign language in mainly non-linguistic programs as in the example cited above of the International Business Administration program. Furthermore, language instruction is offered for remedial and similar purposes to students planning to take part in study abroad programs. There are, however, serious problems in this field despite the great interest also shown by industry and other employers. One problem is that existing disciplines feel threatened and fear to lose ground if

new elements are to be put into an existing already crammed study program. This is aggravated by the fact that universities are facing financial retrenchment in undergraduate studies and even more by Swedish labor market legislation that almost precludes lay-offs of personnel unless unequivocally necessary. Another thwarting circumstance is that some language departments lack experience to teach other students than language majors and so feel some threat on their part. Although most departments have started to operate in the languages for specific purposes field, some professors fail to recognize the new target group and are poorly motivated to revise their teaching methods and instruction materials.

Because of the labor market restrictions just referred to it will take some time to replace some of the older staff with new faculty competent and willing to take full responsibility also for the new target groups. On the other hand, progress is being made and the economic cutbacks have also made this new task a tempting one entailing possibilities of new sources of income. Some language for specific purposes courses have also been sold to industry as commissioned courses, which has opened an even newer market for these departments.

6.7 Contributions by foreign students

Compared to the situation in the United States Sweden had a very lax system for admitting foreign students for a long time. This meant that foreign students could come more or less at will and with little feeling of responsibility for the foreign students on the part of the universities. A few years ago stricter rules were adopted restricting admission of foreign students only to those who applied for a specific study program or course of study while not yet in Sweden. This limited the number of foreign students considerably but still did not encourage the universities to assume increased responsibility for the students mainly because of lack of continuous contact with them. From next year, with the support of most universities, still another procedure has been introduced to set aside a specific number of places for foreign students who are encouraged to apply for a specific study program while still in their own native country . Study programs are described in a special brochure available at Swedish embassies etc together with application forms. The new component which has not been

well planned before is the inclusion of a compulsory preparatory year with intensive instruction in Swedish and to some extent about Sweden and Swedish culture and civics etc. With this new program it is intended that each university take a firm responsibility for their share of visiting students as the foreign students are called. The preparatory year will enable universities to set up a planned program for the students also on an individual basis and at the same time in contact with the visiting students investigate which students are willing to serve as resource persons at departments and in what way they can contribute to expanding the international dimension of the university. Through the preparatory year good possibilities have been created to start a process of utilizing visiting students in a more deliberate manner.

Besides having visiting students throughout the academic year some Swedish universities also sponsor summer schools designed especially for foreign citizens. Uppsala University offers four-, six-, eight- and ten-week courses in the summer both in the Swedish language at different levels and in subjects with a Scandinavian or Swedish bearing. About 200 students take part in these courses each year. However, since the University is in recess during most of that time these students do not contribute in any significant way to the internationalization of the university.

6.8 Faculty development

Any serious internationalization program should consider the further training of faculty in international matters. Relief should be given to teachers who are interested in revising curricula or who plan measures to make the university a more international scene. Studying or doing research abroad should be encouraged. In Sweden increasing numbers of teacher training courses and faculty refresher courses run by the National Board of Universities and Colleges have been located abroad, both in Europe and in America and South-East Asia. In this manner some of the feeling of insufficiency or apprehension that some faculty may have because of broader teaching demands may be alleviated.

7 Impact of the internationalization program in Sweden

A brief subjective assessment of the impact of the internationalization program in Sweden will be presented below. Very few hard facts will be included, but it is hoped that a general impression of the situation will be conveyed.

So far the pervasive effects of systematic revisions of study program curricula from an internationalizing point of view have not materialized to any significant extent. Most curricula are still unaffected by such work. At some universities or within certain fields work of this character has been done, but it is too early to state that this fairly simple and inexpensive method has been adequately used.

Programs in international studies and area studies have developed rapidly at many universities over the last few years. Most geographic or economic regions of the world have been covered by special programs or special centers at various universities. This component of the internationalized higher education has been reasonably well developed in Sweden.

There are a great number of more or less permanent study abroad and student exchange programs at Swedish universities at present. The number is probably well on its way towards one hundred. Although very visible the main disadvantages with these programs are that they usually involve very few students, usually less than one per cent of the student body of a university, and that they are mainly oriented towards the Anglo-Saxon world. At Uppsala University about 150 students a year out of a total of 15,000 take part in study abroad programs sponsored by the University, whereas probably many more students study abroad on their own initiative each year. The total number for Sweden is probably well under 1,000 students in university-sponsored programs, of whom probably only between 100 and 200 study abroad for one semester or more. Comparisons with a few well-known American universities show that also in the United States often less than one per cent of the total student population take part in university-sponsored programs every year.

Although most undergraduate study programs comprise no foreign language instruction there is a slow development towards more openness in non-linguistic fields to include foreign language study in the professional and vocational programs. However, it should be kept in mind that all applicants to higher education in Sweden have studied at least one foreign language at school level. As has been mentioned above the fear of losing territory and thus funds is an adverse factor against rapid change. It can be noted that in this field it seems as if the old established universities face more opposition from advocates of vested interests than newly established colleges, which have not yet had time to set up strong boundaries between various disciplines. So in some respects the new colleges sometimes have an easier task in creating interdisciplinary programs than the old universities. Of about 40 major non-linguistic programs at a university there may be compulsory foreign language courses in about three or four, whereas such courses may be optional in some. There is clearly room for improvement.

Deliberate use of foreign students as a resource in higher education has been very rare in Sweden. The new program for visiting students will create opportunities for radical improvement in this respect, but it can be questioned whether the opportunity will be fully used during the first year.

Some progress has been made in the field of faculty further training and refresher courses. Some obstacles to faculty doing research or other work abroad have been or are in the process of being dismantled. On the other hand, there are still serious problems concerning taxes and matters of a practical nature. For instance, the fact that Sweden has the highest percentage in the western world of married couples with both husband and wife in gainful employment makes it difficult to arrange faculty exchanges and similar measures since a Swedish family is most often dependent on double incomes.

One goal that has not been adequately reached yet is the attempt to balance the mainly Western influence on Sweden with more contact with African, Asian and Latin-American countries. Although there have been and are some ambitious projects to include non-western countries in the internationalizing effort the results have not been encouraging so far with the exception of some area studies programs. Partly due to

lack of funds, since going to some of these countries may be quite expensive, partly due to lack of command of languages spoken both on the part of faculty and students, and partly due to lack of channels through which to work, many attempts have resulted in projects that have not become permanent. The strong imbalance in favor of Western Europe and the United States and Canada has not been broken.

The assessment made above may give a negative impression of progress in this field in Sweden. However, a great many successful projects have been initiated and a good number of deliberate measures taken to improve conditions. The assessment indicates, though, that there is room for yet more substantial improvements. Viewed from an American perspective the Swedish accomplishments may not be spectacular. In a European setting, however, they can probably be considered fairly advanced as far as undergraduate studies are concerned.

8. Administrative organization

In order to adequately operate a comprehensive international program with many components some staff must be set aside for directing the program, to stimulate development and to coordinate efforts to avoid the haphazardness that might otherwise occur. Besides lack of funds other obstacles to an improved international awareness may be faculty unwilling to realize the importance of decreased parochialism or fearing cutbacks in order for new components to be added. A university of some size should therefore have an office responsible for the international program of the university with professional staff including all aspects of internationalization. The following list from Harari (1981), Internationalizing the Curriculum and the Campus may be a good example of what functions an office of international programs may fulfil:

1. Provide leadership to an institutionwide committee on international programs.

2. Provide a center of services, stimulation, and leadership in the international area.

3. Provide information services, and some coordination in the international area to the faculty and administration.

4. Assist in efforts to internationalize the curriculum and the institution.

5. Explore and guide international education development overseas.

6. Assist in creating faculty development opportunities in the international area in teaching, research, and public service.

7. Negotiate and implement contracts and grants.

8. Cooperate with international interests in the community, especially business, and significant regional or national association concerned with international education.

9. Relate to or be in charge of the policy and operation of study abroad programs and foreign students on campus.

10. Prepare proposals to foreign agencies, foundations, business, and others to help implement the commitment of the institution in the international area.[5,6]

At Swedish universities there has not been a consistent establishment of international secretariats or offices of international education. Partly because of intense pressure from faculty, students and the government on university administrations over the last few years to redirect money from administrative services to research and education it has proved difficult to set up visible international offices. This is not to say that the international commitment has not been met but that there are examples of unclear division of responsibilities for these matters.

9. The role of administrators in promoting internationalization

It is the conviction of the author that institutional research and university planners should always have the goals or the mission of the institution as their main point of departure and, by analyzing higher education environments in space and time, ascertain whether there are reasons for revision of existing goals or mission statements. It is the duty of any qualified planner to keep the overall mission of the university in focus even when carrying out the specific duties which have been assigned to him or her. The main argument of this paper is

that well-informed administrators can function as catalysts to promote the goals of a university which intends to educate its students for the future. Most investigations into future needs of students in the labor market point out an ability to grasp international contexts as an essential asset to any student. Administrators of great enthusiasm can contribute significantly by communication to all parties, through seminars etc, to the realization of an improved international and cross-cultural outlook and thus offset the inertia caused by spokesmen for diverse vested interests.

Through coordination of existing interests into concerted efforts administrators can enhance the visibility of the international commitment of the institution. Working from a conviction of the need for an international perspective in all higher education university administrators can play a crucial role in making internationalization a truly integral part of the university.

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